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It was determined that independent reading activities should basically grow from and be related to the reading materials being used in the developmental lessons. They may also include materials of a nature so as to provide worthwhile practice, concept building, or enrichment learnings. Many recommended examples of suitable reading activities at varied levels of elementary education (i.e. primary level and intermediate level) are given.

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ERIC Form 1

Great Cities School Improvement Program

Independent

Reading Activities

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* INTRODUCTION *

INDEPENDENT READING ACTIVITIES

Independent reading activities are those activities designed and developed by the teacher to:

- Provide purposeful practice in a reading skill taught in the lesson or previously taught.
- Extend and enrich concepts and interests.
- Encourage independent reading attitudes and habits.

In preparing independent activities, the teacher should remember that:

- An independent activity must be prepared at the child's independent reading level (at least one level below the instructional level of the child).
- The activities selected should provide practice both in a skill that has been taught in the lesson and in a skill known to meet the child's needs.
- The processes or procedures needed in the practice of the activities should be:
  - Sufficient in number to insure adequate practice.
  - Varied in content to retain the child's interest.
  - Organized to provide a sequential progression from skill and from level to level in difficulty.
- All activities should be checked. (Checking may be done by the teacher or by the child through the use of keys or answer sheets provided by the teacher.)

Independent reading activities may include:

- An exercise to carry out a skill taught in the lesson or a needed skill.
- An unfinished reading assignment in a supplementary reader.
- Additional comprehension check on material already read.
- Additional study skill practice with a story already read or with content area material.
- Individual research (to be reported to class).
- Free reading in library book of own choosing.
- Unfinished work in other language arts areas. (Have children keep folders of unfinished work.)

Procedure to be followed:

- Prepare all needed materials well in advance of lesson.
- Work with entire class to:
  - Establish habits.
  - Train children in following all directions that will be needed (e.g.-cutting, pasting, underlining, checking, completing sentence, filling in blanks).
  - Train children to work independently until a task is completed.
  - Train children to keep materials in order.
  - Train children to work with class leaders.

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- When class has above habits well established, select first group of good workers and permit them to work independently.
- Have class evaluate work. Set up standards for independent work.
- Provide for sufficient materials at all necessary levels.
- Provide for checking of all completed work.

Independent activities should basically grow from and be related to the reading materials being used in the developmental lessons. However, they may also include materials of a nature so as to provide worthwhile practice, concept building, or enrichment learnings. Following in this booklet are many suggested activities at varied levels which may be adapted to fit the needs of your children.

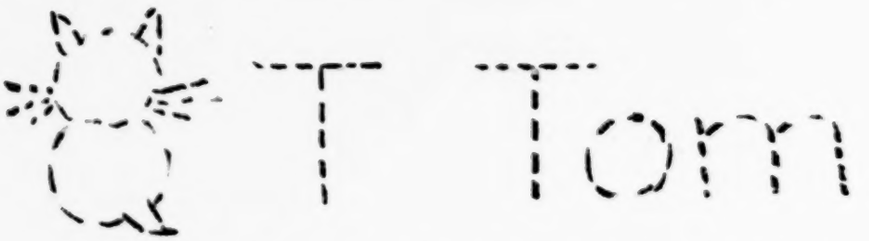
INDEPENDENT READING ACTIVITIES - PRIMARY LEVEL

At every stage of reading development it is important that every activity intended for independent use be carefully taught to the entire class. However, it is absolutely essential that any activity intended for individual work be first thoroughly taught to and practiced with the entire group.

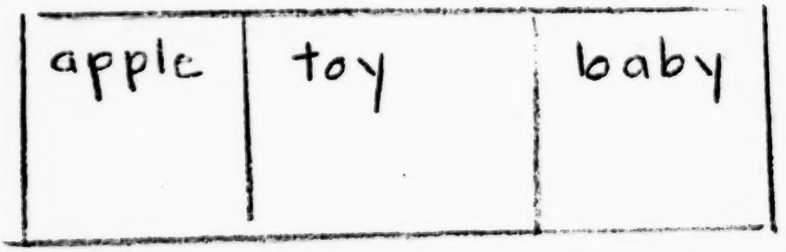
READING READINESS

Helping children acquire habits of hand-eye coordination is a step toward helping them develop the finer coordinations needed for reading. The following types of activities have proven helpful in developing this coordination:

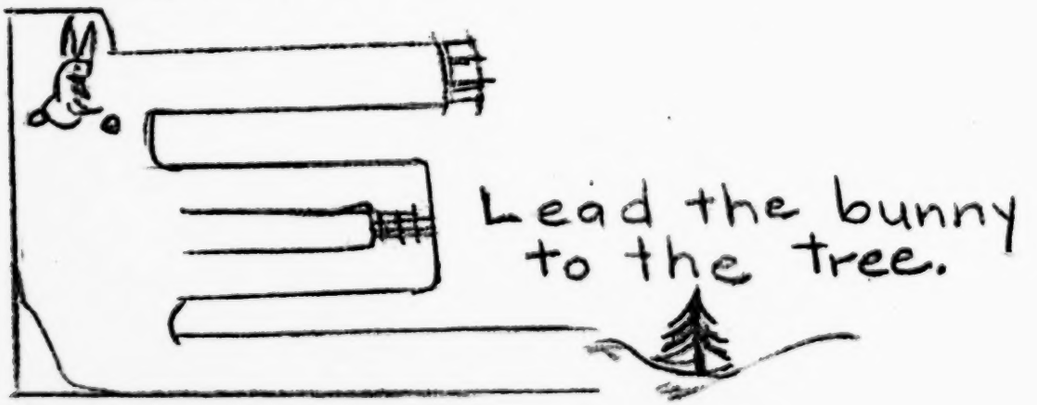
- Modeling - letters, names, figures, etc. with clay.
- Tracing - outline forms, figures, letters, names, words.



- Cutting and Pasting - pictures (for family book, pet book, initial consonant book, etc.), letters forms, colors, things that match, things that belong together, things that tell a story.
- Drawing - to illustrate understanding of an experience, a story, a new word.



- Following the path of a dotted line or maze to help develop left to right progression.



The ability to hear and see the finer differences in word forms is a pre-requisite in learning to read. To help establish habits of visual and auditory discrimination the following activities are suggested:

To Develop Auditory Discrimination

- Making an initial consonant paste-up book (pictures that begin like -).
- Making a rhyming sound paste-up book (pictures of things that rhyme).
- Making paste-up pages of things that make sounds:
  - In the home - clock, radio, television, bell.
  - On the street - trucks, automobiles, buses, church bells, fire engines.
  - In the country - chicks, roosters, cows, sheep, dogs, frogs.
- Matching pictures on cards that begin or end the same way (always include some jokers).
- Matching pictures of things that rhyme (have at least a dozen sets of pictures).

To Develop Visual Discrimination

- Finding similarities:
  - Using objects:
    - Completing puzzles to reproduce a given puzzle or design.
    - Classifying and sorting objects that go together (e.g.- things that ride, toys, things for eating, objects that begin with the same sound).
  - Using pictures:
    - Matching pictures that are the same (always include some jokers and have at least a dozen sets of pictures).
    - Finding the picture that is the same in a row of pictures (a duplicated sheet with at least six rows on it). Children put a ring around the picture that matches and then color it.

- Matching words to pictures with words. (This can be valuable in both the pre-reading and beginning sight vocabulary stages.)

ball	tree	boat	bunny

- Using letters:
  - Matching letters (begin with capitals - later include lower case letters).

M	Z	O	P	R	N	
Z	N	M	R	O	P	L

strips plus matching squares. Include some jokers.

  - Finding the letter that is the same in a row of letters. (A duplicated sheet. Have at least eight rows.)

M	O	P	Z	M	S
K	T	Z	K	L	S
N	Z	N	M	H	T

Gross differences first - later fine differences.

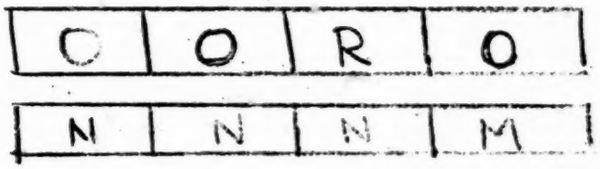
- Using words:
  - Finding the word that is the same in a row of words. (Here, too, begin with gross differences and then progress to fine differences.)

ball	make	Dick	ball	gross
funny	fast	bunny	funny	fine
want	went	want	won't	very fine

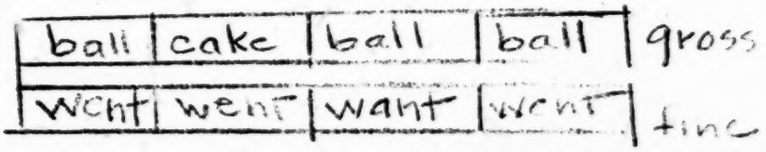
  - Matching word cards. (Have at least a dozen sets of words and a few jokers.)
  - Continue above types of activities to include phrases and sentences. This, too, can be used on a purely visual discrimination basis in the pre-reading stage.

- Finding differences:
  - Using objects:
    - Finding the object that does not belong in a group of objects. (E.g.- a toothbrush in a group of toys.)
  - Using pictures:
    - Finding the picture that is different in a group or row that is the same.

- Using letters:
  - Finding the letter that is different in a row.



- Using words:
  - Finding the word that is different.

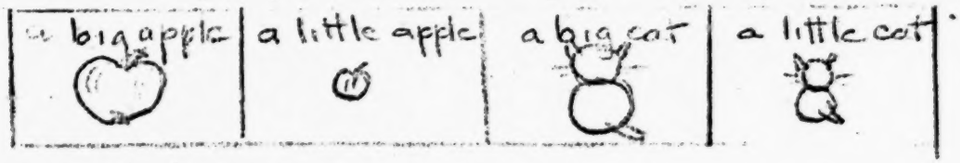


  - Finding the phrase that is different.
  - Finding the sentence that is different.
  - * Note - The above activities can also be used at pre-reading and beginning reading stages.

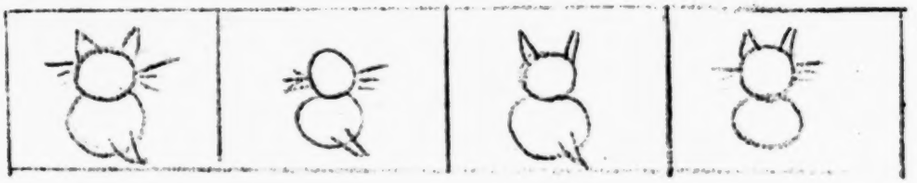
- Color discrimination:
  - Matching colors.
  - Matching colors and words.
  - Filling in color when word is given.

- Size discrimination:
  - Graduated sizes.

  - Little and big. (Children draw objects to show comprehension.)



- Whole-part discrimination:
  - Finding the part that is different and filling it in.



  - Finishing an incomplete picture.

BEGINNING AND PRIMARY READING

Word Study Skills

- Using picture clues - possible activities:
  - Make up envelopes containing pictures to be arranged in sequence to tell a story. (Old pre-primer work books are a wonderful source of such pictures.)
  - Make up envelopes containing words to be matched with pictures.
  - Make up envelopes containing sentences to be matched with pictures.
  - Make up envelopes containing short stories, using sight vocabulary, to be matched with pictures.
  - * Note - In all above activities jokers, or irrelevant material, should be introduced to ensure that the child is making a thinking choice.

- Using context clues - possible activities:
  - Make up envelopes containing strips with questions plus word choices on them. Child reads, answers, then turns strip over to find the answer.

Ex:

Tom can ____ fast.
ride play up

____ says stop.
yellow red blue green

  - Choosing the word that best fits in a story.

Ex.

The boy is calling me.
He wants to ____ ball.
play sing run go

  - Filling in the word in a riddle.

I am round.
I am red, yellow, or green.
I am good to eat.
I am an ____.

orange
pear
apple
plum

- Using phonetic analysis - possible activities:
  - Activities to provide practice in using initial consonants:
    - Draw a line under all words that begin like ball

big	little
dog	bear
baby	brown
play	pig

- Activities to provide practice in using final consonants:
  - Put a circle around all words that end like cat.

dog	baby	take
bat	play	toot
bit	hot	not

- Activities to provide practice in using final and initial consonants:
  - Pick the word that begins the way the underlined word ends:

bats	run
sit ——→	take
dog	go
chair	church
	sit

- Activities to provide practice in using rhyming words:
  - Put a circle around the word that rhymes with the key word:

stop	go come (hop)
look	come book go
cake	take book dog
play	pic day run

  - Choose the word that makes the story rhyme:

Betty said, "Look, look,
I have a new _____." (book, game.)

Rain, rain go away,
Little children want to _____.
(run, come, play, go)

  - Fill in the rhyming word on a duplicated sheet of jingles with one rhyme omitted:

Nighty-night
Sleep _____.

Run, run, run
We will have ____.

- Using structural analysis - possible activities:
  - Activities to provide practice in using inflectional endings (s, d, ed)
    - Choose the word that best fits the sentence:

ride - rides

Tom can _____.
Betty _____ now.
Tom and Betty can _____.

    - Choose the word that best fits the number and put a circle around it:

1 - (duck,) ducks
3 - cats, cat
2 - cooky, cookies
1 - dogs, dog

Comprehension Skills

- Finding the main idea - possible activities:
  - Choose the sentence that tells what the story is all about:

    Flip likes children. He plays with them. He runs after them. Flip wags his tail at his friends.
    (level 1)
  - Choose the best title for the story:

    It was a rainy day. Tom and Betty played with Flip. They painted boats. They cut pictures. They played inside all morning.

    Flip and the Boats
    Play With Me
    Rainy Day Play
    Tom and Betty in the Rain

- Developing comprehension and recall:
  - Activities to provide practice in answering four kinds of questions - factual, vocabulary, experience background, inferential.
    - Short leveled paragraphs pasted on oak tag with questions. Answers should be on the back. (See examples in exhibit.)
  - Activities to provide practice in inference and selected choices:
    - Choose the words that answer the questions.

What can children do?

walk	run	race	eat
paint	play	door	see
ride	work	happy	guess
help	some	look	white

Where can children go?

to the farm	to the train
good pets	a big hat
to a party	little cake
in the water	to the airport
to the door	to our house

  - Activities to provide practice in seeing relationships:
    - Draw a line under the words that go together.

house	door	airplane
shoes	ice cream	cake
white	what	green

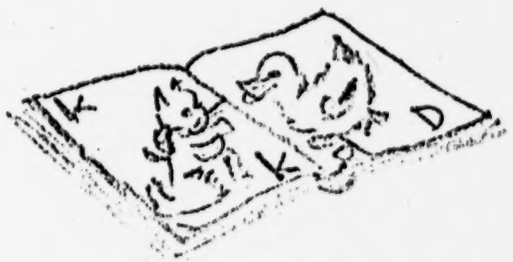
  - Activities to provide practice in drawing conclusions:
    - Read the story carefully. Write the sentence that tells what happened at the end of the story.

Some little ducks are at the farm.
They came out of the barn.
They wanted to play.
Where did they go?
(They went to the water.)

to the store
in the box
to the water
to the house

- Activities to provide practice in a feeling for sequence:
  - Inside this envelope you will find the parts of our story. Place the parts in the order that they happened in the story.

    Place sentences on the events of the story on separate cards. Use a story which the children have read or develop a paragraph in which the continuity is very clear.



On the following pages are examples of some specific exercises to fit the three reading series in use in our Project schools.

PREPRIMER - GINN

1. Find My Twin:

Betty	Bunny
see	ride
Bunny	Pony
ride	look

2. Do what it tells you:

1. Make a toy.
2. Make an airplane.
3. Make a red apple.

1.	2.	3.

3. Show a:

Big apple	Little apple
Little toy	Big toy

4. Find the one that is different:

ride	ride	run	ride
get	get	go	get
and	an	and	and
Pony	Peter	Pony	Pony

5. Finish: Who can ride?

_____ can ride. Tom / Tip

Ride _____ Tom. fast / fist

Get the _____. apple / any

6. Fill in the name:

T_____ can ride.

B_____ can ride.

P_____ can get the apple.

B_____ can see the toy.

PREPRIMER - GINN
(continued)

7. Who is big?

Tom, Father, Bunny

Who is little?

Betty, Tom, Susan

Who can ride?

Bob, Benny, Betty

8. 1. Make a red wagon.
2. Make a green apple.
3. Make a blue toy.
4. Make a yellow airplane.

1.	2.
3.	4.

PRIMER - GINN

1. Rhyming Words:

1. I see bunny

He is f_____.

2. Susan is small

She has a b_____.

3. Will you play

With me t_____?

fast, funny, ball, today

2. Find the opposite:

Susan	little
Mother	play
work	no
yes	Father
big	Tom

3. yes - no

1. Can Tom ride? _____
2. Can Mother fly? _____
3. Can Betty run? _____
4. Is Flip green? _____
5. Is Father small? _____
6. Is Susan big? _____

4. was - saw

1. Tom _____ Pony.
2. Betty _____ riding.
3. Susan _____ Mother.
4. Father _____ Pony.
5. The apple _____ small.
6. Susan _____ Bunny.
7. Betty _____ a wagon.
8. Mother _____ Susan.

PRIMER - GINN
(continued)

5. is - are:

1. Flip _____ here.
2. Susan _____ small.
3. A house _____ big.
4. Cookies _____ good.
5. Cars _____ big.

6. Cross out:

1. Tom can rang ride.
2. Flip can jump joy.
3. Here is a tie toy.
4. Come Flap Flip, come.

PREPRIMER AND PRIMER LEVEL - SCOTT-FORESMAN

1. is - are

1. Sally____here.
2. Father _____ big.
3. Baby _____little.
4. Father and Mother ____ big.
5. Sally and Puff _____ little.

2. Words that Rhyme

no	fun	pet
go	for	get
up	run	go
me	do	Sally
in	it	Spot
we	to	not

3.

1. What can father ride in? — car
2. What is blue? — Spot
3. Who is little? — Sally
4. What is good to eat? — boat
5. Who can jump for cookies? — Dick
6. Who is a kitten? — ball

4. Riddles

1. She is little.
   She is the baby.
   Who is she?

   Dick Sally Sarah

2. It is big.
   It is blue.
   You can go away in it.
   What is it?

   can car cave

3. She is little.
   She can go mew, mew.
   She likes milk.
   Who is it?

   Tim Puff Muff
   Spot

5. Find the answer:

1. What can Sally see?	Dick sees a blue car.
2. What can Jane see?	Sally sees a red card.
3. What can Mother see?	Jane sees some cookies.
4. What can Dick see?	Father sees Sally.
5. What can Father see?	Mother sees Jane.

PREPRIMER - BOND

1. Find My Twin:

Billy	Billy
look	wants
come	rides
me	look
rides	me

2. Do what it tells you:

1. Make a toy.
2. Make Skip.
3. Make an airplane.

1.	2.	3.

3. Do what it tells:
Make:

a big apple	a little apple
a red airplane	a green airplane

4. Find the one that is different:

rides	ride	rides	rides
runs	rides	runs	runs
can	can	and	can
come	come	come	came

5. Who runs?
1. B_____ runs.

Who jumps?
2. A_____jumps.

Who plays?
3. J_____plays.

6. 1. Who is little?
Ann, Billy, Jane

2. Who can ride?
Rex, Skip, Billy

3. Who can run?
Rex, Rax, Rox

4. Who is big?
Rex, Anne, Father

7.

Make a red airplane	Make a green ball	Make a big dog

PRIMER - BOND

1. Rhyming words:

1. See Ann run

   It looks like _____

2. Look, look and see

   Look, look at _____

3. Jane can play

   With me _____

   fun, today, see, me

2. Find the opposite:

Ann	walk
Mother	work
run	come
play	Father
go	came

3. was - saw

1. Billy _____ Ann.
2. Rex _____ jumping.
3. The airplane _____ big.
4. Mother _____Ann.
5. Jane _____ Father.

4. is - are

1. Rex _____ here.
2. Father _____ big.
3. Cookies _____ good.
4. Jane and Rex _____ here.
5. The airplane _____ big.

5. Cross out the one that doesn't belong:

1. Billy can river ride.
2. Rex can joy jump.
3. Come, skate skip, come.
4. Give it to ma me.
5. Run to further father.

6. Draw a line to the word:

What is red?	ball
What is yellow?	sun
What is blue?	apple
What is green?	grass
	blue

These are merely indicative. Enlarge when used.

INTERMEDIATE READING

Word Study Skills

Word study skills usually grow out of the word study needs of the particular story. However, practice is also necessary to meet individual needs. In an independent learning activity, the child practices a skill which he has been taught because of the lesson or one that meets his particular need. However, all individual practice must be on material already taught.

- Phonetic analysis - possible activities:
  - Recognition of consonant blends:
    - List as many words as you know which begin the same way as the words listed below.

fr- fruit	sw- swift	sp- spot
pl- plate	sm- smart	st- stones

  - Recognition of rhyming words:
    - Below are ten sets of words that rhyme. Write the rhyming words. Try to make a jingle or a riddle for your rhyming pair of words.

blow	ground	walk	strong
could	right	green	bring
sing	talk	hold	clean
mean	seen	song	should
round	told	light	grow

Example: I leave when the north wind begins to blow,
I go to a place where palm trees grow,
Who am I?

  - Recognition of the hard and soft "c" and "g":
    - Read the paragraph below. After you have read it once, read it again. Think of the sound made by the letters "c" and "g" whenever they appear. Write "s" over the soft "c" or "g" and write "h" over the hard "c" or "g."

The circus came to our city. Crowds of people came to see it. There were many cages filled with animals. There were clowns with big coats. They were riding on little bicycles. There were men who sold pink candy and little cakes. The boys and girls all had fun at the circus.

    - Present a list of words which begin with the hard and soft "c" and "g". Ask the child to list all the words which begin with the hard sound of "c" on the right side of his paper. Ask him to list all the words which begin with the soft sound of "c" on the left side of his paper.

- Recognition of long and short vowel sounds:
  - Read the words listed below to yourself. List all the words with a long vowel sound on the left side of your paper. List all the words with a short vowel sound on the right side of your paper.

cape	music	clam	met
hitch	tight	these	begged
lump	tales	hose	top

- Recognition of vowel digraphs:
  - Draw a line from the word in the first column to the word in the second column which has the same sound.

bread	coal
throat	raisin
early	learn
grain	head

- Structural analysis - possible activities:
  - Recognition and use of compound words
    - Find a word in the first list and a word in the second list which together make a compound word. Use the newly made compound word in a sentence.

no	time
some	paper
any	cloth
basket	man
milk	day
to	thing
with	one
news	other
every	ball
table	out

  - Using prefixes and suffixes:
    - Make new words by adding the suffix "less" or "ful" to the words given below. Use the new words in a sentence.

use peace rest truth sleep hope

    - By adding the proper prefixes to the words below change them to mean the opposite of what they mean here.

hitch fortune appear regular

    - Underline the root word in each of the words below. List the prefixes in column 1 and the suffixes in column 2.

kindness	unkind	kindly	kindest
helpless	helper	helpful	

- Make as many words from the root word given below as you can by adding prefixes and suffixes.

Root: port

Possible words made:

report	support	transport	deport
import	export	porter	supporter
reporter	importer	department	

- Enrichment and extension of vocabulary:
  - Find words in the list below that can be substituted for the underlined words in the story. Rewrite the story using the words you selected.

faithful ramshackle kindly abandoned guarding

Pepper, the good old watch dog, sat in the brokendown house chewing a stale crust of bread. With his nice old master dead, Pepper was alone in the deserted farmhouse. Yet, Pepper never gave up watching the house.

  - Recognition and use of synonyms (likes) and antonyms (opposites).
    - The words below appeared in our story. Read them carefully. Write an "O" between the words which are opposites.

cloudy.....sunny
big.....large
afraid.....frightened
raised..... lifted

    - Write a synonym for each of the words below:

over	clear	break	copy
across	beg	quick	teach
fix	read	regal	burrow

  - Recognition of homonyms (words that sound alike but have a different meaning and spelling).

Reference: Friends Far and Near, "Toto of the South Seas," p. 195-203.

    - Read the following sentences. Choose the word which completes this sentence best. READ THE ENTIRE SENTENCE BEFORE YOU MAKE YOUR CHOICE.

Patu showed his _____ how to get food.
son sun

The sea was a great _____ circle.
blew blue

• Below are some pairs of homonyms. Write the homonyms which best complete the sentences in the blank or blanks provided in the sentences.

board - bored	piece - peace	bread - bred
air - heir	course - coarse	hair - hare
flower - flour	whole - hole	

Measure the _____.
Whole wheat _____ is very _____.
You must use _____ to make a cake.
May I have a _____ banana please?
We hope to have _____with our enemies.
She was the _____ to a fortune.

- Use of varied meanings of words:
A review of the vocabulary may be done with each story or at the end of a group of stories.
Reference: FRIENDS FAR AND NEAR, "A Baby Whale's Adventure."

• Write the word in the story which means the same as the phrase given below:

A part of a whale that is like an arm (fin).
The top of the water (surface).
To open and close the eye quickly (wink).
Not a friend (enemy).

• Find two different meanings that match each word:

Words	Meanings
Soil	a. record of a ship's voyage.
1.	b. to make dirty.
2.	c. firm land.
Log	d. a part of the bridle.
1.	e. a small amount.
2.	f. unshaped timber.
Bit	
1.	
2.	

• Read each sentence below and complete the sentence with the word that makes sentence sense:

Thunder makes a loud
found sound round mound

Glass is easy to
take bake make break

Comprehension Skills

- Skimming and Scanning:
  Skimming is the quick searching of material to locate specific information.
  Scanning is rapid reading to gain gist of material.

  - A skimming activity:
    Reference: FRIENDS FAR AND NEAR, "A Baby Whale's Adventure." p. 174 - 185.
    - Write on paper the page number on which details about the following topics may be found:

      How Sharp Ears Looked.
      How Dharp Ears Breathed.
      How Sharp Ears Could See.
      How Well Sharp Ears Could Hear.
      How Sharp Ears Could Send a Message.
      How Sharp Ears Dived.

  - An activity for skimming to locate and scanning to interpret words and phrases:
    Reference: FUN AND FANCY, "Necessary Nellie," p. 50 - 58.
    - Find the phrases below in your story. Tell in <u>your words</u> what each phrase means:

      Dogcatcher's wagon.
      Looked around in wonder.
      Speak up now.
      Jumping with joy.

  - Activities for skimming to prove statements:
    Reference: FUN AND FANCY, "A Ferry Tale," p. 30 - 37.
    - Find the sentences in the story to prove the following statements true:

      Brinkerhoff could carry both cars and passengers.
      Brinkerhoff turned gray when she was old.
      Brinkerhoff could make a loud noise.

  - Activities for skimming to identify characters and quotations and scanning to explain quotations:
    Reference: FRIENDS FAR AND NEAR, "The Forest Firemen," p. 64 - 75.
    - Tell who was the speaker and tell what he was talking about:

      "The deer live here."
      "I think we'll always wait for the oldest fireman after this."

- Sequence:
  - Activities for developing a feeling for sequence:
    - Give the children a series of illustrations about the story with captions under each illustration.
    - Have the children arrange the illustrations and captions in order thereby making a story from the captions.
      (This is an excellent activity for children at the lower reading levels.)

- Recall of sequence through illustration:
  1. Have the children illustrate parts of the story.
  2. Direct the children to write a caption for each illustration.
  3. Have the children make a story of the captions.

- Activities for recall of sequence through sentence arrangement:
  - Envelopes can be made up with the following directions on the outside:

    "This is a story about __ the name of the story. The sentences of the story are on cards inside this folder. Please arrange the sentences so they tell the story."

    Reference: FRIENDS FAR AND NEAR, "Jobie Brings the Cows Home," p. 226 - 233.
  - Read the sentences carefully. Number the sentences in the order in which the events happened in the story. (The correct order has been numbered for the teacher.)

    __4__ Jobie turned his back on the other cows and started back calling for Blossom.
    __2__ "Co'boss! Co'boss!," called Jobie, loud and clear as he stood on a big rock looking for the cows.
    __1__ Jobie went up the lane, crossed the brook on a log and was in the pasture.
    __3__ Jobie counted only twenty-three cows, and it was Blossom that was missing.
    __5__ When the sun went down and Jobie couldn't find Blossom he went back near the lane to wait for her.

- Recognition of cause and effect:

  Children should practice drawing conclusions based upon facts revealed in the story. The question shown below shows one type of question that may be used in a duplicated exercise for the purpose of recognizing cause and effect.

  - An activity to develop a feeling for cause and effect:
    Reference: FRIENDS FAR AND NEAR, "A Cap for Mul Chand," p. 234 - 245.
    - Choose the <u>best</u> ending for each statement. When you have finished, check your answers with those provided in the envelope accompanying this folder. If your answers do not agree with the key, go back and check the story.

      Mul Chand's father could not buy the cap because
      - he could not find work.
      - he did not earn much money.
      - he was busy in the field.

      ** The correct ending for this statement is the second ending.

- Finding the main idea or central theme:
  - Activities for finding the key sentence in a paragraph:
    - Using paragraphs at the children's independent reading levels, have the children read a short selection. Then have them reread one paragraph at a time to find the main idea and select the topic sentence. It is often wise to begin with single paragraphs such as the following:

Mike was a friendly dog who liked to visit the neighbors. He liked to go to the white house to see Bob and Bill. Then he would go across the street to call on Patsy. He would run to the corner house to play with Jack and Jean. If Jack and Jean were not home, he would call on their mother. (level 2)

Tiny bits of sand, ashes, or dust always float in the air. If the air is below freezing, water vapor freezes around the bits. They grow larger and larger. They turn into snowflakes.

Freezing sand
How snow falls
How large are snowflakes
How snowflakes are formed

(level 3)

  - Activities for finding or making appropriate headings or titles:
    - Working first from making up titles to easy informational paragraphs, have the children go on to making up separate headings for each part of a selection. Discuss suggestions. Have children see the vital relationship of a title or heading to all the ideas of a paragraph or selection. List the headings. Choose possible sub facts for each heading. This is an elementary outline.

- Grouping related ideas and making a horizontal outline:
  List random vocabulary or ideas as discussion in a content field progresses. Discuss possible headings under the main topic under discussion. Have the children group the vocabulary or ideas on the board under the appropriate headings.

  - An example of an activity for making a horizontal outline:

Needs of the Early Settlers

Food	Clothing	Shelter
meat bread fruit vegetables	heavy or light wool hides	tents caves log houses

- Separating relevant from irrelevant content:
  Using functional content material insert irrelevant facts into several easy paragraphs. Have the children find the irrelevant material and give reasons for their choice. In the early stages of this type of reading, it is not wise to be too subtle in the extraneous material chosen. For example:
  - An activity for separating relevant from irrelevant ideas:

    Rover growled when he saw the bandit. Then he took one leap and sank his teeth into the man's leg. The man was wearing corduroy pants. The bandit dropped the money and groaned. Rover was a wonderful watchdog.
    (The underlined sentence is totally unnecessary to the development of the story.)

- Using the table of contents - possible activities:
  - Write the answers to the following questions. Write the title of the book you used to find the answers.

    How many chapters are in your book?
    What chapters are in unit one?
    On what pages does the chapter on "India and Its People" begin?
    What chapter begins on page 150?
    Does your book contain a chapter on Canada?

- Alphabetizing skills - possible activities:
  - Answer the questions below by completing the answer on the dotted line.

    What letter comes next?
    n ___ o ____ i ___ d ___
    r ___ k ____ w ___ h ___
    s ___ f ____ a ___ u ___

    What letter comes before each of these?
    ___ n ___ t ___ u ___ e
    ___ w ___ s ___ f ___ v

    What letter comes between these two letters?
    u ___ w s ___ u k ___ m
    j ___ l p ___ r t ___ v

  - Arrange the following groups of words in alphabetical order:

fish	show
apple	still
bread	salt
grapes	secret
potatoes	stand
onions	spice
	scout

- Using the dictionary - possible activities:
  - Classify the following words under the section of the dictionary in which the word may be found:

fish yes carrots wool telephone away bread

BEGINNING MIDDLE END

  - Use these guide words in deciding on what page you would find each entry word printed below. Copy each word and write the correct page number after the word.

domain	225	down
downward	227	drank
dresser	229	driver

done	drift	dowry
dragon	drink	door
domino	doze	dressing

- Ability to follow written directions - possible activities:
  - (To be placed on the outside of an envelope which contains a set of written directions.) Enclosed are the directions for the construction of an Indian Hunting Lodge. Follow the directions. When you have completed the project, place it on the window ledge in the back of the room.

- Ability to read critically - possible activities:
  - (To be placed on the outside of an envelope.) Enclosed you will find a set of advertisements. List those you think are true and list those which are not possibly true.

  - You have just completed a unit of stories. Answer the following questions about the stories:

Which story presents true facts?
Which story describes events that could not be possible?
Which story might be called, "The Ways of a Woodchuck?"
Which story would be useful in learning the ways of animals?

Independent activities can provide the periods of worthwhile individual practice so necessary to complete learning. They should be meaningful, grow from the skills taught in the developmental lessons, and/or from the needs of the children. Carefully prepared and taught independent activities can serve a valuable function in the teaching of reading.

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